DOCUMENT RESUME

ED 188 995 SO 012 690

AUTHOR Miller, Shirley A.
TITLE Kusema. An Instructional Unit for Language Arts, K-7.
INSTITUTION Illinois Univ., Urbana. African Studies Program.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE Jul 77
NOTE 44p.; For related documents, see SO 012 684-703.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *African Culture; *African Languages; Area Studies; *Cultural Awareness; Educational Objectives; Elementary Education; Instructional Materials; Junior High Schools; *Language Acquisition; *Language Arts; Learning Activities; Speech; Teacher Developed Materials; Teaching Guides; Teaching Methods; Vocabulary
IDENTIFIERS Africa

ABSTRACT

This teaching guide (entitled "Kusema," "to speak") presents a multi-sensory approach to teaching language-oriented activities on Africa to students in kindergarten through grade seven. This approach encourages students to verbalize and interpret verbalizations about Africa by employing multiple senses including auditory (records, tapes, verbal questions); visual (pictures and maps); tactile (art objects and cloth); and olfactory and taste (natural and cooked foods). The unit is a product of an interdisciplinary summer workshop for teachers on African curriculum development. Objectives are to have students improve their general knowledge and attitudes about Africa, investigate customs in various African nations, and interpret literal and figurative language. Twelve lessons focus on a variety of topics including eliciting verbal responses to pictures and maps of Africa, dispelling verbal inaccuracies about Africa, pronouncing African names, listening to and telling African folktales, comparing sounds from English and various African languages, and reading and analyzing African poems. For each topic, information is presented on grade level, time allotment, materials required, activities, teaching methods, and resources. Students are involved in a variety of activities including creating bulletin boards, acting in plays based on African themes, tasting African food, interviewing local resource people, participating in story telling contests, learning common phrases in various African languages, and interpreting poetry and folk tales. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188995

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Shirley A. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"KUSEMA"

An Instructional Unit for Language Arts, K-7

by

Shirley A. Miller

Oral Language Development Department

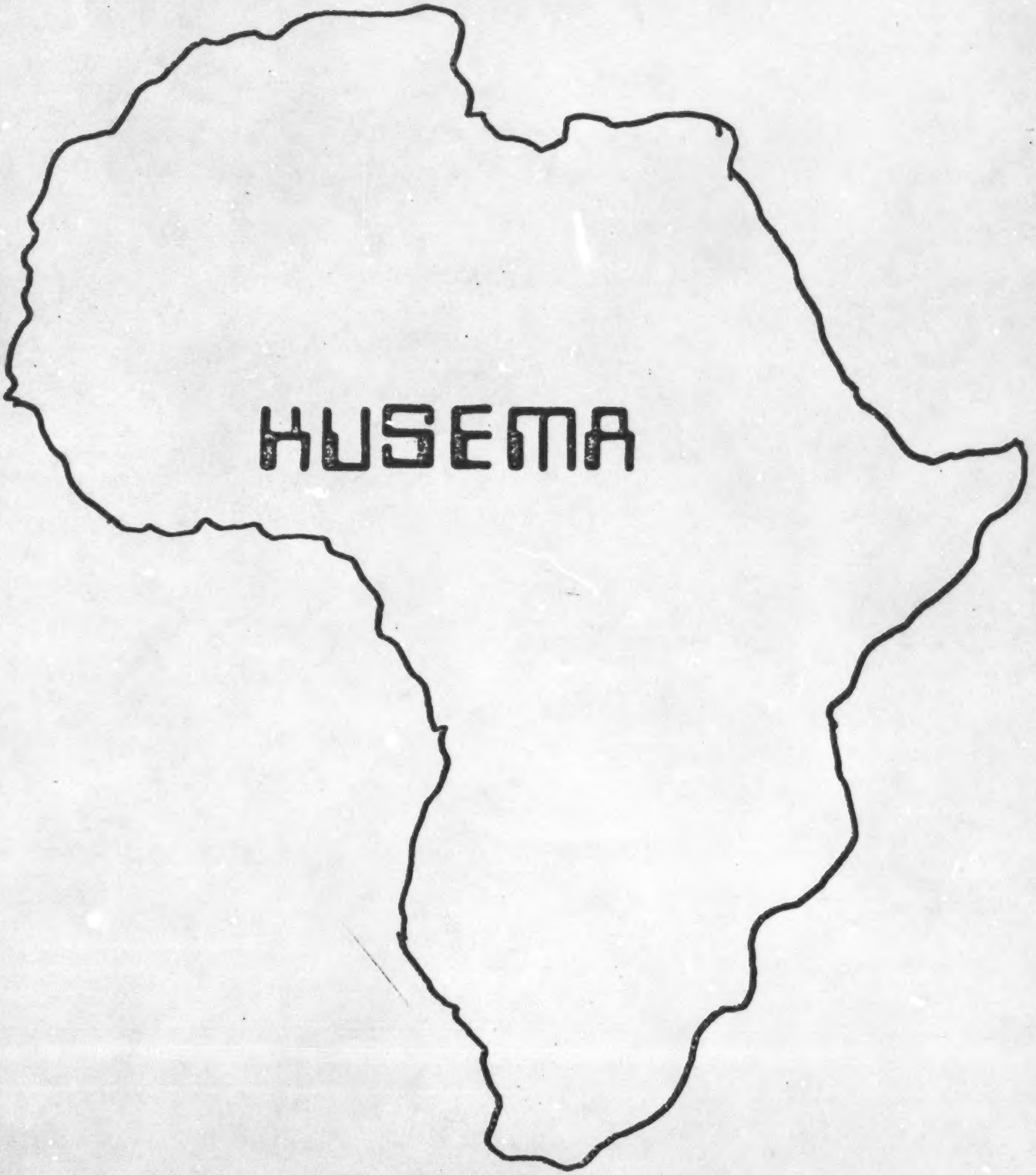
Kansas City School System

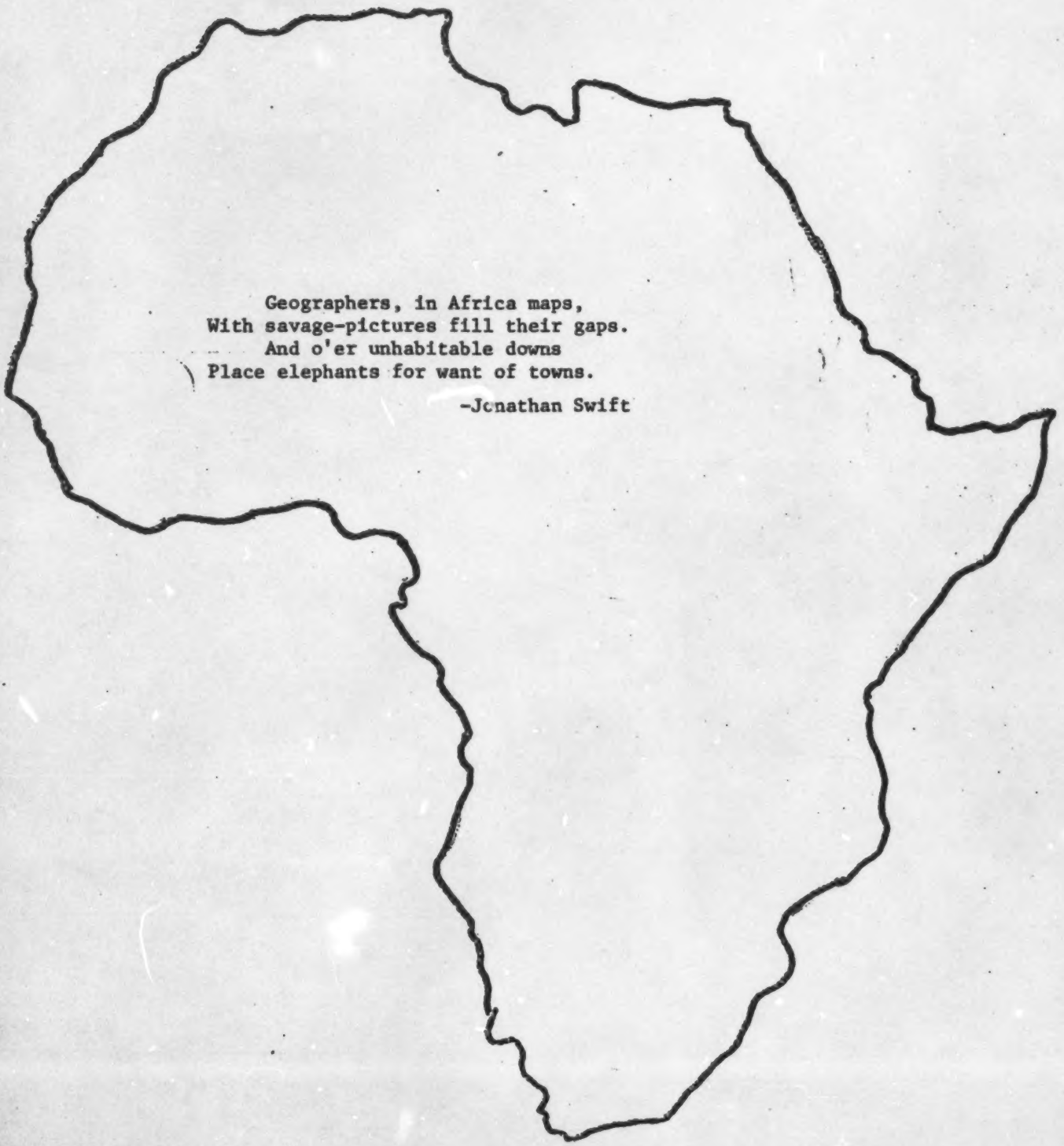
Kansas City, Missouri

This teaching unit on Africa was developed as part of an interdisciplinary workshop project in African curriculum development held on the University of Illinois' Urbana-Champaign campus in the summer of 1977. The workshop project, which was funded by the National Endowment for the Humanities, was carried out from 1977-80 and was integrated into an ongoing program of outreach services offered to teachers nationwide. For further information on teaching aids available through outreach services, contact:

Outreach Director
African Studies Program
1208 West California, #101
Urbana, Illinois 61801

SP 012 690


KUSEMA



Geographers, in Africa maps,
With savage-pictures fill their gaps.
And o'er unhabitable downs
Place elephants for want of towns.

-Jonathan Swift

KUSEMA

UNIT DESCRIPTION

Kusema (to speak) is a multi-sensory approach to teaching language-oriented activities on Africa.

PURPOSE

The purpose of Kusema is to vicariously share with fellow teachers, the enthusiasm and excitement of participating in this curriculum workshop on Africa.

It is hoped that from the lessons and resources made available in this unit, other teachers will also become interested in Africa, continue their studies of it, and provide for their students a more realistic indepth study of Africa. It is further hoped that the materials provided here will be duplicated and shared with other classroom teachers, and, by all means, with the parents of our students, thus making it an exciting learning experience for all involved.

LESSON ONE

Title of Activity: Describe, Describe, Describe It!

Suggested Grade Level: Kindergarten - 7

Length of Unit: Open ended

Objectives: To survey pupil's general knowledge and attitudes about Africa.

To use oral pupil responses as a pre-evaluative tool for teaching a unit on Africa.

Skills Objective: To encourage spontaneous verbalization about Africa.

Motivation: A multisensory inventory approach

Materials: Auditory--tapes, records (both music and language) verbal questions

Visual: Pictures, map

Tactile: Art object, woven cloth

Olfactory: Cooked rice, peanut butter, palm oil

Taste: plantain

Tape recorder and tapes

Method:

Using language appropriate for the grade level being taught, the teacher informs pupils they will be taking a survey of attitudes about a continent--Africa. Instruct pupils they will be presented a number of materials and questions. Encourage the first response that comes to mind. Encourage verbalization by emphasizing there are no right or wrong responses; that you want to know how they feel about Africa in order to better plan lessons to meet their informational needs.

Inform the class that you will be recording the lesson; however, it is important to keep the atmosphere comfortable in order to get more spontaneous comments. Place the recorder to the side so that it will not be the focal point of childrens' interest.

Procedure: Laura Lee's technique for illiciting verbal response

I. Visual cues
   a. show a map of Africa
      1. What is this?
      2. Who lives here? (tell me about it)
   b. show picture of African in traditional dress
      1. tell me about this picture
   c. show picture of African in western dress
      1. tell me about this picture
   d. what do you think about African people?
   e. what would you do if you lived in Africa? Tell me a story about it.
   f. close your eyes, pretend you just got off a plane in Africa,
      1. how do you think Africa looks?
      2. tell me a story about it
         a. what do you see?
         b. what is going on?
         c. tell me more
   g. how do the people sound?
      1. what language are they speaking
   h. what do children do in Africa?
   i. what do mothers do? (tell me)
   j. what do father do? (tell me)
   k. pretend you are in an African school right now
      1. what would you be doing?
      2. tell me about it, tell me more
   l. how do people worship in Africa?
      1. tell me a story about it
   m. what kind of work do people in Africa do?
   n. show a picture of
      1. village home
      2. urban home
         a. what are these?
         b. what would your African home look like?
   o. what kinds of foods do people in Africa eat?
      1. what else?

II. Auditory cues
   a. listen to this (music and/or language)
      1. what's going on? (tell me about it)
      2. what instruments did you hear? (tell me what else)

3. what kind of speech is this? (tell me how it sounds)
    a. what are they saying?
        1. tell me about it

III. Tactile cues

Close your eyes, I'm going to give you something to feel (an art object or woven material)

1. what is it?
2. tell me how it feels
3. how do you think it was made? (tell me about it)
4. who made it? open your eyes--look at it.
    a. tell me how it looks

IV. Olfactory

a. place in covered containers the following items:
    1. cooked rice
    2. peanut butter
    3. palm oil

(cover the tops of containers. with a tooth pick, punch holes in tops so children can smell items)

b. pass items around class
    1. what does this smell like?
    2. how do you think this is used in Africa? (tell me about it)

V. Taste cues

cooked plantain (peal, slice and fry very ripe plantain like cooked bananas)

a. I have something I want you to taste
    1. taste it
        a. what is it?
        b. what does it taste like?
        c. do you think African boys and girls would like this?
b. what is this? (pictures of other African dishes)
    what is it made of?
    what do you think this tastes like?

Procedure for middle and upper grades:

A word association test may be given: teacher says a word and children respond with first impressions.

-Africa

-Africans

-African religions

-African families

-rainforests

-African cities

-African villages

Middle and upper grades can also complete sentences about Africa.

(see respondent information form B*)

Resources:

African Studies Handbook for Teachers, Part I., Department of International Education, University of Massachesetts, Amherst, Mass. p.14

Language Development Structure and Function, Philip Dale. "Analysis of Spontaneous Speech," Holt Rinehart and Winston, New York, 1976.

VI. Evaluation

From the information recorded, the teacher can transcribe and compile a chart showing frequency of similar responses.

Using a numerical rating scale: 1 2 3 4 5, 1 being least favorable-(insufficient knowledge about subject) and 5 being most favorable (sufficient knowledge about subject); the teacher can chart percentages of pupils who responded a certain way.

good luck!

LESSON TWO

Title of Activity: OOOPS! I Didn't Say That!

Suggested Grade Level: Kindergarten - 3

Length of Unit: Open-ended activity

Objectives: Teacher:

To abandon terminology that perpetuates myths of inferiority of the African Continent.

Student:

To dispel vocabulary inaccuracies about Africa
To learn to use words correctly
To extend vocabulary/euphemisms
To gain a general knowledge of the geography of Africa

Materials: Chart paper, chalk-board, work sheet (see enclosure), map of Africa, transparency-climates of Africa, pictures of: Africans in traditional and western dress, rain forest, savanna, desert, steppe/semi-dry tropical, Mediterranean areas, local highland, village home, urban home.

Method:

1. Read and discuss with the class, the poem,OOOPS!

OOOPS!

By not knowing what to say,
I hurt my little friend today.
It made him angry,
It made him sad,
It made him anything - but glad.
So I will learn another way,
To think--to speak--so we can play.

Shirley Miller

2. Emphasize to the children that:
   a. words are powerful "tools."
   b. words can make you feel happy.
   c. words can make you feel sad.
   d. a perfectly "good" word can be used in a "bad" way.
3. Have the class list some words that make them feel happy/that make them feel sad.
4. Give examples of how "good" words can be used in a "bad" way, (OOOPS words)

   -That lady is <u>fat</u>.
   -That lady is <u>large</u>. (euphemism)
   -Your dress is <u>filthy</u>.
   -Your dress is <u>soiled</u>. (euphemism)

5. Have children give examples of euphemisms.

It is suggested that if the teacher wants to do this lesson in two parts, that number 5 would be a good place to break.

Method continued:

Teacher: Today, we are going to talk about some "OOOPS!" words people sometimes use when they think or speak of Africa and its people. (emphasize to the class that these "ooops!" words are in reality, perfectly good words; but it is how they have been used that makes them inappropriate-stereo-typing).

Review examples children gave of OOOPS! words.

Display pictures as you introduce new terms.

1. Map of Africa, Africans in traditional and western dress

Teacher: This is the Continent, Africa. The people there are called Africans. There are people of many colors in Africa--Blacks, Whites, and Browns. They are all called Africans. Say Africans, not Black Africans or White Africans.

2. Peoples of Africa

Teacher: Sometimes people describe a group or family of Africans as a tribe or natives. Both of these words, are "ooops!" words. A better way to describe African groups or families is - Africans or the peoples of Africa.
There are many peoples of Africa. Some may be called: Ibo, Kikuyu, Mandingo, Hausa.
Say Africans or Peoples of Africa; don't use the "ooops" words--natives or tribe.

3. Geographical pictures of Africa

Teacher: This is a picture of a rain forest. Sometimes, it is called a jungle. Jungle, is another "ooops" word. People often think all of Africa is a rainforest, it is not.
There are deserts, plains, savannas, highlands as well as rainforests.
Say rain forest not jungle.

4. Traditional village home, urban home.

Teacher: This is a picture of an African house or home. Sometimes the "ooops!" word, hut is used to describe where a family lives. African people call the place where they live a house/home too!
Say house, home do not say hut.

Note: For third graders, the terms primitive and pagan could be discussed. Emphasize that these are "ooops!" words.
Say traditional not primitive. Give examples of American traditions. Give examples of different religious denominations in America. Stress that there are many different religions in Africa too: Catholics, Muslims, Protestants, etc. and that some of the peoples of Africa worship "traditionally."
Say traditional religions do not say pagan.

5. Review and reinforcement of skills:

-review the poem "OOOPS!"
-discuss what an "ooops!" word is
-discuss substitute words for:
Black/White Africans--Africans
tribe/natives--Peoples of Africa, (Yoruba, Ibo, etc.)
jungle--rainforest
hut--home/house
primitive--traditional, traditional religions
savanna
plains
highlands

6. Suggested supplementary activities:

-make a chart with "new" terminology listed
-map study
-geography of Africa (chart)
-"word of the day/week" activity--tradition, traditionally
-read the book, In Africa by Marc and Evelyne Berheim

Note: In Africa, has good pictures on the geography of Africa, People, occupations, and houses; however, the terms tribe, jungle and hut are used. It is suggested that the book be read anyway, to see if the children can identify the "ooops!" words in it.

7. Resources:

African Report, September-October, 1974, "Mind Your Language" by Evelyn Jones Rich.

In Africa, Marc and Evelyne Berheim, McClelland and Stewart, Lts., Canada, 1973.

SUGGESTED SUPPLEMENTARY READINGS FOR LANGUAGE DEVELOPMENT TEACHERS

1. Mind Your Language, by Evelyn Jones Rich

2. Bibliographical resources, handouts available from the African Studies Program.

a. Debunking Myths About Africa
b. Children's Books for Teaching About Africa Grades Kindergarten - 2.
c. Children's Books for Teaching About Africa. Grades 4 - 6.
d. Enchantment of Africa Series
e. Entries on Africa in Reference Books for Children
f. African History: A List of Resources for Teachers and Students
g. Changes in African Place Names which May Not be on Your Map
h. African Ecology/James R. Karr

Note: Mind Your Language was the resource material used in developing the lesson, OOOPS!, I Didn't Say That.

The bibliographical resources provided will make it "easier" to extend in depth, any general information presented about Africa, the People, geography, etc. as presented in this particular lesson.

LESSON THREE

Title of Activity: My Name Is...

Suggested grade level: Kindergarten - 3

Length of Unit: Open-Ended Activity

Objective: To appreciate African names.

To understand how people from Ghana name their children.

To give yourself an African name.

Skills Objective:

Pronunciation, Enunciation

Sentence Patterning--My name is _____.

Materials: Ephemeris chart, poem, "Sunday's Child"

Duplicated sheets of female/male African names

Map showing Ghana

Method: Stimulate curiosity and conversation

I. Teacher: "Today we are going to talk about names, your name, my name, African names.
Ask children if they have ever thought about:

-why their parents named them as they did,
-why most Americans have three names (first, middle, last),
-why do some people use "nicknames" instead of "real" names,
-why boys are called Junior and not girls

II. Ask if anyone is named after someone in their family:

-mother -aunt
-father -uncle
-grandparents

III. With 2nd and 3rd graders, you may discuss some ways Americans got their names:

-occupations: Miller, Baker, Taylor, Smith
-physical characteristics: Small, Harry (hairy),White, Brown, Black
-special talents: Wiseman, Armstrong, Singer
-location: Denver, West, Florida
-possession: Johnson (the son of John); Jackson (the son of Jack)

IV. Discuss "Nick"names:

-what are they
-why are they usually given?
-what do they "tell" you about a person?

Ask if anyone would like to share their "nick" name with the class.

V. Display a map of Africa. Show the class the location of Ghana.

Teacher: We are going to talk about how African boys and girls from Ghana get their names.

-Children may have many names (at least four).
-Children do not have to take the last name of their father though some do.
-Children's names may "tell" what group or "clan" to which they belong.
-Children's names may "tell" of some historical event, or a day something unusual happens, e.g. Bokoe (came to fight), Afriyie (has come at a good time).
-Children's names may tell a status or position.
-Children's names may tell the day of their birth.
(day names usually given by close relative and friends)
-Children's names may tell their order of birth in a family.
(1st, 2nd, 3rd born)
-Children's names may tell of the type of birth, e.g. Atta (male twins).
-Children's names may tell the place of birth.
-Children's names may tell some about physical characteristic:
Koko - light skinned
Tum Tum - dark skinned
Ware - tall

Have children tell in a complete sentence their name and birthday. Using the chart you can find the day of their birth and give them a Ghanaian day name.

Review and Reinforcement of Skills:

Have children tell ways Ghanaian boys and girls are named. Practice saying their "new" Ghanaian day name.

Supplementary Activities:

Using the Ebony article, "What's In a Name?", children may continue adding to their name.
Read the poem, "Sunday's Child."

Reference: "African Names and Name Giving: The Case of Ghana," Rt. Rev. Peter Sarpong. Ghana in Retrospect, Accra: Ghana Publishing Corporation, 1974, pp. 88-90.

"African Names: The Case of the Akan of Ghana," handout available from the African Studies Program.

Ogonna, Chuks-orji. Names From Africa. Ebony. Johnson Publishing Co., June 1977.

LESSON FOUR

Title of Activity: Musa, Binta, Peter

Suggested Grade Level: Kindergarten - 3

Length of Unit: Open Ended

Objective: To become acquainted with three (3) Nigerian school children.

To be made aware of the fact that African children are not too different from American children

a. African children attend school.
b. African children play, study, and have chores in the home.
c. African children worship.

Materials: Slide set. "A Day with Three Nigerian Second Graders" available from the African Studies Program.
Projector, tape/ recorder, map of Africa, map of Nigeria.

Method: Background information for children

Teacher: Nigeria is a big country in the continent of Africa. It is not as big as the United States though. If you could cut the United States into ten equal pieces, Nigeria would be the size of one of those pieces. Nigeria got its name from a long river called the river Niger. There are many things to see in Nigeria: villages and cities, savannas in the north of Nigeria, and humid rain forest in the south of Nigeria. There are many people who live in Nigeria, 55 to 80 million. That is 5 to 8 times the number of people who live in the state of Missouri. There are many different groups of people who live in Nigeria, about 235 different kinds of people in all. Two of the largest groups are called the Hausa and the Fulani. They live in northern Nigeria. The Yoruba people live in the west and the Ibo people live in the east of Nigeria. Each group of people has its own language, 235 of them! In school, though, the boys and girls are taught in English.

Let us visit a Nigerian school in Zaria and see what the boys and girls do.

View slides with the class.

Ask questions like:

-how old were the children
-what grade were they in
-how did they dress for school (uniforms--green, gray, white, colors in the Nigerian flag)
-what did they study in school
-what kind of chores did the children do before school/after school
-how did the children worship
Musa - Catholic
Binta-Muslim
Peter-Protestant
-what kind of games did the children play
-tell me about their families

Review and reinforcement of skills.

Show slides without narration, have the children narrate the film.

Suggested supplementary activities:

Play an African game.

Locate Zaria on the map.

AMPE

Clap hands as you jump. Cross your feet, sometimes to the left, sometimes to the right. Girl (A) will score a point if her foot touches girl (B's) while swinging to right or left. Girl (B) will score a point if both girls cross feet at the same time.

References: Looking at Nigeria, by Colin Latchem, J. B. Lippincot Co., Philadelphia and New York, 1975

Playtime in Africa, Efua Southerland, Atheneum N.Y., 1969

SUGGESTED SUPPLEMENTARY READING FOR LANGUAGE DEVELOPMENT TEACHERS

1. Background information on Nigerian educational systems
   Area Handbook for Nigeria pp. 179-185
2. "Popular Games for African Children"
3. "I Have a Dog," Momodu Kargbo--Sahr Thomas
4. "Oware-In an Ashanti Village in Ghana," John Kennedy
5. "African Games: A List of Resources Including Children's Games"

Items 2, 3, 4 and 5 are available through the African Studies Program.

LESSON FIVE

Title of Activity: You Told a Story! (Nigerian Folk Tales)

Suggested grade level: Kindergarten - 7

Length of Unit: Open-Ended Activity

Objectivity: To appreciate the oral traditions of Africa through folk tales.

Skills objectives:
- Developing fluency in speech
- Listening for enjoyment
- Comprehending details of main ideas auditorally
- Sequencing of ideas
- Telling a story from memory
- Developing expressive language
- Listening attentively

Materials: Tape recorder, tapes, copy of folktales: The Origin of the Turtle's Rough Shell, Proving the Heron's Age

Method: Familiarize yourself with the story in order to:

1. Tell from memory
2. Use language appropriate for age being taught
3. Display excitement of story telling by
   a. facial expressions
   b. gestures
   c. vocal intonation

Ask usual comprehension questions:

1. Who were the characters in the story
2. Where did the story take place
3. What lesson was learned by the characters

Ask sequency questions:

1. What happened at the beginning of the story
2. What happened in the middle of the story
3. What happened at the end of the story/what moral was learned

Stress new vocabulary

Encourage retelling of the story by the students

Review and reinforcement of skills:

Have the entire class participate in the story telling. Begin with one student, continue to the next, and so on.

Suggested supplementary activities:

- creative dramatics
- puppet shows
- illustrate your favorite character/action part of story
- tell the class your favorite story
- create your own folktale
- locate Nigeria on the map
- more in-depth study of the country
- other Nigerian folktales, Why the Sky is Far Away, by Mary-Joan Gerson

Resources:

"Nigerian Folktales," by Peter Asun, available from the African Studies Program

Africa is Thunder and Wonder, Edited by Barbara Nolen, Charles Scribner's Sons, New York, 1972

Why the Sky is Far Away, A Folktale from Nigeria, Retold by Mary-Joan Gerson, Harcourt Brace Jovanovich, Inc., New York, N.Y., 1974.

LESSON SIX

Title of Activity: "How's That Again?" (A Nigerian Tells Folktales in English and Yoruba)

Suggested Grade Level: Kindergarten - 7

Length of Unit: Open ended

Objectives: To develop an awareness of another culture through an oral language experience.

To appreciate a Nigerian folktale as told by a Nigerian, Mr. Peter Asun.

To be made aware of the fact that there are many languages spoken in Africa/Nigeria in particular.

To be made aware that many Africans are multilingual.

Skill Objective: LISTENING FOR ENJOYMENT

- To observe social amenities in listening
- To listen with response to the beauty of words
- To listen with feelings of beauty to sounds

Materials: Copy of Nigerian Folktales - Peter Asun, Recording, recorder

Method: Background Information for teachers: Languages/Nigeria

"More than 200 indigious languages and dialects, principal northern language is Hausa (mother tongue of roughly 16 million people); other major languages are Ibo in southeast and Yoruba in southwest; all have scripts, English is the official language used in government affairs, education, and mass communication; classical Arabic has special religious significance in north."[1]

Create a most comfortable atmosphere for listening and enjoy it!

Resources:

Copy of "Nigerian Folktales" Told by Mr. Peter Asun, handout available from the African Studies Program.

[1] Area Handbook for Nigeria: Co-authors Harold D. Nelson, James McLaughlin, Barbara J. Marvin, Philip W. Moeller, Donald P. Whitaker, U. S. Government Printing Office, Washington, D.C., 20402, 1972 0820-0404

Note: this book on Nigeria, as well as any other country, can be purchased for $3.50. Address correspondence to: Superintendent of Documents at the above address.

SUGGESTED SUPPLEMENTARY RESOURCES FOR LANGUAGE DEVELOPMENT TEACHERS*

1. African Folktales for Children
2. Resources for Teaching about African Literature
3. Children's Books with Both African and Afro-American Content
4. Fiction About African Children for African Children: Books in Series
5. Biographies of Famous African Men and Women
6. Fiction About Africa for Supplementing Social Studies Curricula
7. Resources for Teaching About the Yoruba
8. Background Information on Nigerian Literature, the Dramatic Arts, and Music

*All bibliographical resources are available through the African Studies Program.

LESSON SEVEN

Title of Activity: Nigerian Proverbs

Suggested grade level: 3-7

Objective: Continued appreciation of African oral traditions

Skill objective: Interpreting literal and figurative language
Comprehending details of main ideas auditorally
Paraphrasing

Materials: Copy of Nigerian Proverbs

Method:

1. Define and give examples of literal and figurative language
2. Give examples of American proverbs
3. Present Nigerian proverbs for discussion
   - He who wishes to barter, does not like his own property.
   - Seeing is better than hearing.
   - Evil knows where evil sleeps.
   - He who is sick will not refuse medicine.
   - A wealthy man will always have followers.
   - The dying man is not saved by medicine.
   - Some birds avoid the water, ducks seek it.
   - The day on which one starts out is not the time to start one's preparations.
   - The house roof fights the rain, but he who is sheltered ignores it.
   - Since he has no eyes, he says that eyes smell bad.
   - He who is being carried does not realize how far the town is.
   - He who runs from the white ant may stumble upon the stinging ant.
   - The stone in the water does not know how hot the hill is, parched by the sun.
   - The one-eyed man thanks God only when he sees a man who is totally blind.
   - Someone else's legs do you no good in traveling.
   - Fine words do not produce food.
   - If the bull would throw you, lie down.
   - The bird flies high, but always returns to earth.
   - If you rise too early the dew will wet you.
   - When the mouse laughs at the cat, there is a hole nearby.
   - Children of the same mother do not always agree.
   - If you fill your mouth with a razor, you will spit blood.

- What child says, he has heard at home.
- Not to know is bad; not to wish to know is worse.
- Before shooting, one must aim.
- He who has goods can sell them.
- When one is in trouble, one remembers God.
- Meat does not eat meat.
- Before healing others, heal thyself.
- A shepherd does not strike his sheep.
- A bird can drink much, but an elephant drinks more
- Horns do not grow before the head.
- If the stomach ache were in the foot, one would go lame.
- Time destroys all things.
- Earth is the queen of beds.
- Little is better than nothing.

PROVERBS ON PROVERBS

A proverb is the horse of conversation: when the conversation lags, a proverb will revive it. Yoruba

A wise man who knows proverbs reconcilesdifficulties. Yoruba

Proverbs are the daughters of experience. Sierra Leone

Review and reinforcement of skills:

1. Illustrate a Nigerian proverb
2. Creative dramatics
3. Paraphrase a proverb/"Say it your own way"
4. Recall from memory a Nigerian proverb
5. Vocabulary extension

Suggested Supplementary Activity:

"Proverb Scramble"

Example: Clean a broom new sweeps/A new broom sweeps clean.

Resource: Anchor, Intermediate Language Arts, the Spice Series, Mary E. Platts, Educational Service, Inc., Stevensville, Michigan, 1974.

Politics in Swahili Proverbs - Albert Scheven

Handout available from the African Studies Program.

LESSON EIGHT

Title of Activity: "Whatcha Got Cooking?"

Suggested Grade level: Kindergarten - 3

Length of Unit: Open ended... (or as a culminating activity)

Objectives: To introduce boys and girls to African food.
To understand that the basic food groups are pretty much the same in all cultures (meat, fish, cereals, bread, fruits, vegetables, dairy products - milk, eggs, cheese, butter)
To appreciate the etiquette of another culture.

Skill objective:
To locate on the map the following countries: Zaire, Ghana, Kenya, Tanzania, Egypt, and West Africa.
Correct pronunciation of the countries
Listening to follow directions
Vocabulary extension-identifying foods correctly

Materials: Pictures of the Basic Food groups, foods depend on recipe(s) chosen.

Method: Stimulate curiosity and conversation by asking:

I. Teacher: Today we are going to do something special--African cooking.
How many girls and boys help their parents prepare meals?
- by helping with the shopping
- by helping mother carry the food into the house
- by getting vegetables from the garden
- by washing the foods
- by getting items for mother while she prepares the food.

II. If any of the children have ever tasted any African dishes, if so, what was prepared, who prepared it. Did they like it? Why? Why not?
Teacher: What kinds of foods do you think African children eat? (Stress that whatever the particular food; it still is in the category of: meat, fish, cereals/bread, vegetables, fruits and dairy products). Tell the boys and girls the name of the dish they are going to prepare.
Tell them the country from which it comes. Find the country on the map.
- Display and name the food items that will be used in preparing their African dish.
- Classify food items, e.g. chicken is _____; an onion is a _____.

III. Discuss with the class some African rules of etiquette.

- Traditionally, most of the dishes were served and eaten from common bowls.
- Only the right hand was used for eating.
- Elders ate before younger people helped themselves.
- Certain foods (choicest morsels) were reserved for guest or important people.
- Boys usually eat with the men and girls with the women.

Review and Reinforcement of Skills:

Auditory memory skills

1. Tell what dish we prepared.
2. Tell what foods were used?
3. From what country did the dish come?
4. What are some traditional African rules of etiquette.

Suggested Supplementary Activities:

Read the following African proverbs:

"Come into my home; sit at my table; then you will know me."

"He is my friend; we have eaten together."

Resources:*

1. African Recipes
2. African Recipes (Resources)

*Handouts available from the African Studies Program.

LESSON NINE

Title of Activity: Stevie Wonder Said What?

Suggested Grade Level: Kindergarten - 7

Length of Unit: Open ended

Objective: To hear and appreciate the Zulu Click Language

To encourage responsive listening by:

1. responding to the beauty of words
2. responding to the feelings of beauty to sounds
3. responding to the consciousness and reaction to sounds

Skill objectives:

1. To discriminate similar sounds in English
2. To locate speech helpers
3. To imitate two click sounds
4. To learn simple greetings in the Zulu language

Materials: Tape recording by Josiah Tlou, tape recorder, record player, record: Songs in the Key of Life - "Ngiculela" pictures of speech helpers, (l) and (th) sounds, map of Africa.

Teacher: Zulu is a click language spoken in south Africa by the Zulu people. (Identify area on the map) It has six (6) major click sounds. The two (2) we will listen to are: ga and ca. (demonstrate)

Play the tape by Mr. Tlou.

Show pictures of Mr. Tlou making the sounds.

Demonstrate lip and tongue positions: ga similar to (l) positioning

ca similar to (th-voiceless) position.

Tape transcript:

nxa - uku xoxa--to speak

nxa ngixoxa lawe ugaphele--When I speak to you, please listen.

ga-ukugala--to start

ca-icala-- acase (example)

Sabona--hi! yebu--yes (or hi)

Kunjani?--How are you?

Ngiya phila--I am (alive) well

.....

Have children imitate sounds and learn simple greeting.

Teacher: There is someone <u>you</u> know boys and girls, who has recorded a song in Zulu. He is a very popular singer. Allow children guesses.

Play <u>Ngiculela</u> by Stevie Wonder (and blow their minds!!)

Have children learn the first stanza.

Ngiculela

by S. Wonder

(Zulu translation by Thoko Mdalose Hall)

Ngiculela ujysasg
Ngilyacula ngo thando
Ngicula ngelinyi langa
Uthando luyobusa
Jikele kulomblaba wethu.

.....

I am singing of tomorrow
I am singing of love
I am singing someday love will reign
Throughout this world of ours
I am singing of love from my heart.

Review and reinforcement of skills:

-have children produce the two clicks learned
-have children identify speech helpers
-locate on the map, South Africa
-have children give simple greeting

Suggested supplementary activities:

-research South Africa in depth
-duplicate Ngiculela and give to children

1. to see letter combinations in Zulu
2. to place in language notebooks
3. to share with others

-listen to music by Mariam Makeba

Resources: Mr. Josiah Tlou
Song book--Songs in the Key of Life, "Ngiculela," Stevie Wonder, Motown Record Corporation, Hollywood, California, 1976.

The Music of Africa, J. H. Kwabene Nketia, W. W. Norton and Company, Inc., New York, 1974.

LESSON TEN

Title of Activity: Lugha najikhubiri ("Language, Here I Come to Preach")

Suggested Grade Level: Grades 5-7

Length of Unit: 30-60 minutes

Objective: To motivate through poetry, an appreciation of the Kiswahili language (introductory lesson)

Materials: Copy of the poem, "Language, here I come to preach" by Saleh Mohamed Bahari

Method: Read the poem, "Language, here I come to preach."

Developmental Activities:

a. Procedure
   Have students read poem silently

b. Discussion
   1. What are the poet's feelings about language(s) in general
   2. What are the poet's feelings about Kiswahili
   3. What line(s) show the poet addressing language as a person
   4. What adjectives are used to describe language
   5. Interpret the first two lines in stanza 2
   6. What is the meaning of "language is not called unclean, but swearing is vermin's meat..."
   7. What lines tell us how the poet feels about learning other languages.
   8. Interpret stanza 3
   9. What is the meaning of the last three lines.

c. Read orally, the passages which contain
   1. rhyming words
   2. references to "us"
      a. who is the "us" described

Extended activities:

1. research the Swahili language
2. who speaks the language
3. locate on a map, the areas where kiswahili is spoken
4. what is a dialect
   b. write a paragraph
      1. about your language-English/Black English
      2. about language development--right/wrong...why?

Resources:

Searching for My Brother, Poems from the Kiswahili
Translated by Jan Feidel and Ibrahim Noor Sharift,
A Mushinsha Book; Grossman Publishers, N.Y., N.Y., 1973.

BEST COPY AVAILABLE

Lugha najaikhubiri

Lugha najaikhubiri umipokee Mwalimu
Lugha ambayo ni nzuri yenyi mafunzo timamu
Lugha usitakabari kwamba ushaikhitimu
Lugha usoifahamu ni vizuri kujifunza

Lugha kitu kinufuku kwa sisi wana Adamu
Lugha yetu waekefu ni Kiswahili kitamu
Lugha hayambiwi chafu ila matusi haramu
Lugha usoifahamu ni vizuri kujifunza

Lugha ni yenyi faida lafidhi kuifahamu
Lugha kijuwa ziyada hukuongeza elimu
Lugha ukiwa na shida kaulize waalimu
Lugha usoifahamu ni vizuri kujifunza

Lugha hukupa maana kusoma na kuhitimu
Lugha ingawa Kichina Kihindi au Kiamu
Lugha ujuwe kumena kajifundishe ghulamu
Lugha usoifahamu ni vizuri kujifunza

Lugha nafunga waadhi kaditama wassalamu
Lugha njema kuhifadhi kwetu ni jambo muhimu
Lugha isikubughudhi Kiswahili kimetimu
Lugha usoifahamu ni vizuri kujifunza

Language, here I come to preach

Language, here I come to preach, receive me, my wise teacher.
Language which is proper speech its upbringing is proper.
Language, don't be proud or teach that you are now its master.
Language that's unfamiliar, to learn it, this is better

To us the sons of Adam, language is something sacred
Our language, we humble ones, it is Kiswahili sweet.
Language is not called unclean, but swearing is vermin's meat. . . .

Language is and has profit when you know to speak the speech.
When you know an extra bit, language increases knowledge
When language is difficult, ask learned ones in college. . . .

Language gives you new means to read, study, and get through.
Language, even though Chinese, or Hindi, or Kiamu,
Language, it presents your needs. Go and learn it, young men too. . . .

Language now I close my speech, ending now I end and greet
It's lovely to know language, to us it's a precious feat.
Language won't annoy, but teach: Kiswahili is complete. . . .

Saleh Mohamed Bahari

LESSON ELEVEN

Title of activity: Kusema Kiswahili (to speak swahili)

Suggested Grade Level: Kindergarten - 7

Length of Unit: Open ended

Objectives: To understand that Swahili is only one of the many languages spoken in Africa.

To gain a general grammatical framework of the language
nouns
verbs
objects

To introduce some basic vocabulary in Kiswahili

To practice pronunciation of kiswahili words

To increase auditory memory

Materials: charts for comparative word lists, map of Africa, tape recorder, tapes, record player, Ella Jenkin's "Jambo" record

Method: BACKGROUND INFORMATION

THE LANGUAGE:

Kiswahili is the official language of Tanzania. It belongs to a language group called Bantu. From a small coastal region containing half a million speakers, the language has spread through East and Central Africa and is now spoken by some 50 million persons. The Kiswahili language has shown great flexibility in borrowing from other languages, Arabic, Hindi,Persian, Turkish, German, Portugese, and English are the major lenders.

THE ALPHABET:

Swahili uses the same letters for the vowels as English: a,e,i,o, and u.

A - In stressed syllables, the a is like the a in father.
In unstressed syllables the a is betweeen the a in bat and the u in but.

E - In stressed syllables, the e is like the a in say. Unstressed syllables give us the e as in bet.

I - Is like the e in be. When unstressed, it is the same sound as the i in bit.

O - The O, when stressed, is like the O in hoe. When the O is unstressed, it sounds like the ough in bought.

U - The stressed u is like the oo in too. It is never like the u in use unless preceded by y. In unstressed syllables, it is like the u in full.

*Some authorities recognize no difference in the sound of the vowel and stress. The result in the sound of the vowel is the same in an unstressed syllable as in a stressed one.

When two Swahili vowels come together, each keeps its own sound.

As each vowel has its own sound, it forms a separate syllable and the words can be divided: bè-i, tà-i. à-u.

When two similar vowels come together, they are pronounced as one long vowel.

CONSONANTS:

All letters that are not vowels are called consonants.

- The same letters are used as in English with the exception of C, Q, and X.

C is replaced by S or K

Q is replaced by K or KW

X is replaced by KS

- F has the sound of f in fat. The f in of is v in kiswahili

- G is always hard like the g in got; for the soft g in gin, j is used.

- S always has the sound of the s in sin; for the sound in is, z is used.

- CH and SH have the same sound as in English

- TH is used for the th sound in thin, think, both

- DH replaces th when the sound is that in this, then, with

SYLLABLES:

All kiswahili syllables are "open;" they end with a vowel

INTONATION:

1. Never try to put expression into speaking or reading. You cannot call attention to a word by emphasizing it as in English.
2. Keep your voice level

THE KISWAHILI SENTENCE:

The foundation of the sentence is the noun which forms the subject of the sentence--that is,the name of the person, or thing about which something is said.

Note: the order of the words is the reverse of the order in English.

NOUNS:

Kiswahili nouns consist of a stem with a prefix attached. The nouns fall into different classes according to the prefixes. In English, we are used to noun suffixes, e.g. woman, womanish, womanhood.

Swahili example: -toto--mtota, (child); watoto. (children); kitoto, (children); utoto, (childhood)

Note: Any adjective describing the noun or any verb showing action must have a prefix that agrees with the noun.

Example:	Thing - kitu	A small thing - kitu kidogo
	Things- vitu	small things - vitu vidogo

NOUN CLASSES:

1. The KI-VI class

   Things without life describe the nouns in this class. They are called the KITU (thing) class. i.e. Kiswahili

   The noun prefixes are: KI (singular) and Vi (plural). The adjective and verb classes are the same.

2. The MI-M class

Non-living things belong in this class of nouns, however, trees and plants are included. This class may be called the MITI class.

The prefixes are: Mi (sometimes Mu/Mw) singular and Mi for the plural

Example: Year - mwaka/mu-aka

Years- miaka

Note: The subject prefixes of the verb for this class are different; they are u and i. i.e. One month will be enough-Mwezi mmoja utatosha. The adjectives, including numbers, must agree with the nouns of the MITI class. i.e. Miti mitano ilitosha. Five poles were enough.

3. The M-WA class

Nouns denoting persons belong to a class called WATU. (people). They begin with m or/mw. They make their plural with the prefix wa.

Example: man - mtu child - mtoto

men - watu children - watoto

Adjectives, including numbers, take the prefix m/mw (before a vowel) in the singular. Wa is the prefix with plurals. Example, a little child-mtoto mdogo; two tall men-watu warefu wawli.
With verbs, the subject prefixes are: wa/plural and a/singular.

Examples: They have two children--Wana watoto wawili.
He has a book--Ana kitabu

4. The N Class

The noun prefix is n in both the singular and the plural. Adjective prefixes are the same.

Note: N can stand before d, g, j, and z if the stem is monosyallabic. Nv is found before a vowel.

Example: birds/Mdege, ngoma/drum(s), nzige/locust(s). house(s)/nyumba, snake(s)/nyoka

With verbs, the subject prefixes with N class nouns are: I/singular, Zi/plural.

5. The MA class

Usually, there is no singular prefix in this class and the class is named by its plural prefix. If the noun stem is one syllable or begins with a vowel, Ji or J is prefixed in the singular. Example: eye/jicho--eyes/macho.

Adjectives, including numbers, used with nouns of the ma class, take no prefix in the singular unless they begin with a vowel. In the plural, adjectives prefix with ma. i.e. a big matter/jambo kubwa (singular) big matters/mambo makubwa.

6. The U Class

All singular nouns begin with U (W before a vowel) and most of them have no plural. Most of the U class nouns are abstract (representing qualities or states). i.e. size/ukubwa--theft/w-izi. The U class noun also denotes a substance which can be regarded as a collection of small things, i.e. cooked rice/wali--flour/unga.

7. The PA and KU class

The Pa class contains only one word, mahali, place or places. The old forms are: PATU, a definite place; KUTU, an indefinite place, and MUTU an inside place. These words have almost disappeared from Kiswahili,but their prefixes remain.

Adjectives and verbs that agree with mahali take the prefix PA. i.e. a nice place/malahi pazuri.

The word of is pa also. (not a class) i.e. a place of danger/mahali pa hatari.

8. The KU class

The KU class contains all the infinitives of verbs. i.e. to speak, to read, to write. (kusoma, kuandika, kusema)

Note: All verbs in the infinitive can be used as nouns in Kiswahili.

The requirement is the prefix KU with adjectives and verbs. They should usually be translated by the English verb in/ing. i.e. The child's reading is bad/Kusoma kwa mtoto ni kubaya.

VERBS:

Verbs must agree with the noun (subject) by giving it the right subject prefix (class).

PERSONAL PRONOUNS:

Once the concept of subject-verb agreement is understood, knowledge of the personal pronouns must follow. The personal pronouns (by themselves) are these:

mimi-I sisi-we
wewe-you ninyi-you (more than one)
yeye-he, she wao-they

Note: yeye can be man or woman there is no distinction of gender in Kiswahili.
It is not necessary to use these personal pronouns with verbs except for emphasis. The subject prefix of the verb is usually enough.

The subject prefixes for all persons are:	singular	plural
	ni-I	tu-we
	u-you	m-you
	a-he,she	wa-they

TENSE:

Past tense (LI), future tense, TA), present tense, (NA), simple present tense,(A)
(LI)

Example: past tense (kusoma/to read)

nilisoma	I read	tulisoma	we read
ulisoma	you read	milsoma	you read
alisoma	he read	walisoma	they read

(NA)

present tense

ninasoma	I am reading	tunasoma	we are reading
utasoma	you are reading	mnasoma	you are reading
anasoma	he is reading	wanasoma	they are reading

(TA)

future tense

nitasoma	I shall read	tutasoma	we shall read
utasoma	you will read	mtasoma	you will read
atasoma	he will read	watasoma	they will read

THE OBJECT PREFIX:

Just as the subject prefixes are put before the verb stem to show the person or thing about which something is said, the object prefixes are used when it is necessary to show the object of the verb. i.e. I saw what? Object prefixes used with the various classes are the very same as the subject prefixes. No change occurs when they come before a vowel. i.e. I see the book/ Nakiona kitabu. I see the trees/ naiona miti.

Note: There is no word in Kiswahili for a or the.

METHOD:

Once the teacher is familiar with the general background information, Kiswahili activities may be presented to the pupils through a number of activities:

Kindergarten - 3

naming the days of the week
numbers
members of the family
simple introductions
naming body parts
greetings
foods
time
weather
days of the week
months and seasons
clothing
money
forming simple sentences
(noun-verb-object)
songs
stories (English translations)
poetry
Review and reinforcement of activities:
locate Kenya and Tanzania on the map
research the language, locate other areas where the language is spoken
review the parts of speech

Grades 4 - 7

simple grammar study
creating original sentences
comparative word lists
recording sentences
(for pronunciation)
vocabulary extension
transcribing simple sentences
enjoying Kiswahili poetry music,
stories

Suggested follow up activities:

Visit by a resource person in area who speaks the language.

Identifying words/expressions borrowed by Black Americans in their speech.

Resources:

Ella Jenkins, "Jambo and other Call-and Response Songs and Chants," Folkways Record No. FC7661

Swahili, D. V. Perrott, David McKay Company, Inc., N.Y. N.Y., 1975.

Say it in Swahili, Sharifa M. Zawawi, Dover Publications, N.Y., N.Y., 1972.

Moja Means One, Swahili Counting Book, New York: Dial, 1971.

Jambo Means Hello: Swahili Alphabet Book. New York: Dial, 1974.

Politics in Swahil Proverbs, Albert Scheven*

*This handout is available from the African Studies Program.

COLORS

Black
Nyeusi

Brown
Kahawia

Blue
Buluu

Cream
Rangi ya maziwa

Grey
Kijivuivu

Green
Kijani (or Majani)

Orange
Manjano mabivu

Pink
Wardi

Purple
Zambarau

Red
Nyekundu

White
Nyeupe

Yellow
Manjano

PARTS OF THE BODY

The arm
Mkono

The back
Mgongo

The brain
Ubongo

The cheek
Shavu

The chest
Kifua

The chin
Kidevu

The ear
Sikio

The elbow
Kisugudi (or Kiko cha mkono)

The eye
Jicho

The eyebrows
Nyusi

The rib
Ubavu

The shoulder
Bega

The eyelashes
Kope

The eyelid
Kifuniko cha jicho

The face
Uso

The finger
Kidole

The fingernail
Ukucha

The foot
Unya yo

The forehead
Kipaji

The hair
Nywele

The head
Kichwa

The nose
Pua

The skin
Ngozi

The teeth
Meno

The hand
Kiganja

The heart
Moyo

The heel
Kisigino

The hip
Nyonga

The jaw
Taya

The leg
Mguu

The lip
Mdomo

The lung
Pafu

The mouth
Kinywa

The neck
Shingo

The toe
Kidole cha mbuu

The big toe (or thumb)
Kidole gumba

The tongue
Ulimi

The wrist
Kiwiko

TIME

What time is it?
Ni saa ngapi

It is late.
Ni saa nyingi

In the evening.
Jioni (or Wakati wa jioni)

At midnight.
Kati ya usiku

Yesterday
Jana

Today
Keo

WEATHER

How is the weather today?
Hali ya hewa i vipi leo?

It is cold.
Kuna baridi

Fair
Njema (or Nzuri)

It is warm
Kuna vuguvugu

It is hot.
Kuna joto.

It is sunny
Kuna jua

Beautiful
Kuzuri

It is raining.
Inanyesha (or Kunanyesha.)

It is early
Ni mapema

In the morning.
Asubuhi (or Wakati wa asubuhi)

At noon.
Mchana (or Adhuhuri)

The daytime.
Mchana

Tonight
Leo usiku

Tomorrow
Kesho

DAYS OF THE WEEK

Monday
Jumatatu

Tuesday
Jumanne (or Jumaane)

Wednesday
Jumatano

Thursday
Alkhamisi (or: Alhamisi)

Friday
Ijumaa

Saturday
Jumamosi

Sunday
Jumapili

MONTHS AND SEASONS

January
Januari (or Mwezi wa kwanza)*

February
Februari (or Mwezi wa pili)

March
Machi (or Mwezi wa tatu)

April
Aprili (or Mwezi wa nne)

May
Mei (or Mwezi wa tano)

June
Juni (or Mwezi wa sita)

July
Julai (or Mwezi wa saba)

August
Agosti (or Mwezi wa nane)

September
Septemba (or Mwezi wa tisa)

October
Oktoba (or Mwezi wa kumi)

November
Novemba (or Mwezi wa kumi na moja)

December
Desemba(or Mwezi wa kumi na mbili)

*The names given in parentheses mean literally "first month," "second month," etc.

NUMBERS: CARDINALS

1743.	0	Sufuri
	1	Moja
	2	Mbili
	3	Tatu
	4	Nne
	5	Tano
	6	Sita
	7	Saba
	8	Nane
	9	Tisa
	10	Kumi

NUMBERS: ORDINALS*

1744.	first	Chakwanza
	second	cha pili
	third	cha tatu
	fourth	cha nne
	fifth	cha tano
	sixth	cha sita
	seventh	cha saba
	eighth	cha nane
	ninth	cha tisa
	tenth	cha kumi

* The cha form given here appears with ki- class nouns.

Other forms are:

m-class	wa kwanza, wa pili, etc.
n-class	ya kwanza, etc.
ji-class	la kwanza, etc.
place	pa kwanza, etc.

USEFUL ARTICLES

An Ashtray.----Kidude cha jivu.

A basket.------Kikapu.

A bottle opener-----Kifunguo (cha chupa)

A box-------Sanduku (Boksi).

A broom-----Ufagio

A light bulb.------Globu ya taa.

A can opener.------Kifunguo cha mkebe

A clock.----------Saa

A dog-------------Mbwa

A doll.-----------Bandia

Earrings.----------Herini.

A Flashlight.------Kurunzi.

Chewing gum.------Ubani

A mirror.---------Kioo.

A needle.---------Sindano (or: Shindano)

Perfume.----------Mafuta mazuri

A radio.----------Redio.

A ring------------Pete.

A rug.-----------Zulia.

scissors.--------Mkasi

A tablecloth.-----------Kitambaa chaa meza.

A thimble.-------------Kustubani.

Thread.----------------Uzi

Toys.------------------Michezo ya watoto

An umbrella.-----------Mwanvuli.

A wristwatch.----------Saa ya mkono.

YOURSELF

What is your name?
Jina lako nani?

My name is?
Jina langu

I am a student
Mimi ni mwanafunzi

We are students
Sisi ni wasafunzi

I am a teacher
Mimi ni mwalimu

I am sick.
Ninaumwa

I am not feeling well.
Sioni (or: Sihisi) vizuri

GREETINGS AND SOCIAL CONVERSATION

Good morning
Shikamoo(or:Subalkheri)

Hello
Hujambo(one person)
Hamjambo (more than one)

How are you?
Uhali gani? (one person)
Mhali gani? (more than one)

How is the family?
Jamaa zako hawajambo?

How are your parents?
Wazazi wako hawajambo?

I would like to introduce you to
Nitapenda kukujulisha na (one)
Nitapenda kukujulisheni na (more)

Good evening
Shikamoo (or: Msalkheri)

Goodbye
Kwa heri (one person)
Kwa herni (to more than one)

Fine, and you?
Mzimz. Je wewe?(one person)
Mzimz. Je nyinyi? (more than one)

They are well
Wao wazima.

Well
Vizuri.

Mr. (Bwana) Mrs.(Bibi) Miss (Bi)

My sister
dada yangu

My wife
mke wangu

My husband
mume

My daughter
binti yangu

My son
mwanangu wa kiume.

I am glad to meet you.
Nimefurahi kuonana nawe. (one)
Nimefurahi kuonana nanyi (more)

my mother
mama yangu

my father
baba yangu

my friend
rafiki yangu.

my friends
rafiki zangu.

my relative
jamaa yangu

my relatives
jamaa zangu

USEFUL EXPRESSIONS

1.	Yes.	Ndiyo (or: Naam).
2.	No.	Hapana (or: La).
3.	Perhaps.	Labda (or: Yumkini)
4.	Please.	Tafadhali. (to one person) Tafadhalini. (to more than one)
5.	Excuse me.	Niwie radhi (or: Kumradhi.) (to one person) Niwieni radhi (or: Kumradhini). to more than one)
6.	Many thanks.	Ahsante sana. (to one person) Ahsanteni sana. (to more than one)
7.	You are welcome (lit.: It's Nothing).	Si Kitu.
15.	I want_____.	Nataka_____.
18.	Where is_____?	Iko wapi_____?
36.	Why?	Kwa nini?
37.	When?	Lini
38.	What?	Nini
39.	What is that?	Kile ni nini?
40.	What is this?	Hiki ni nini?
	Who?	Nani
	Who is that?	Yule ni nani?
	Who is this?	Huyu ni nani
	How?	Vipi
	How much?	Kiasi gani?
	How many?	Ngapi?
	How long?	Muda gani?
	How far?	Umbali gani?
	Where?	Wapi?
	Here	Hapa
	There	Kule
	Come in	Ingia (or: Karibu). to one person
	Come Here	Njoo hapa(one person) Njooni hapa (more that one person)
	What's the matter? or what's up?	Kuna nini?

LESSON TWELVE

Title of Activity: On Your Own (culminating activities)

Suggested Grade Level: Kindergarten - 7

Length of Unit: Open ended

Objective: To show what you've learned and to have as much fun as possible doing it!

Here are some suggestions:

-Children can invite their parents to their classes.

-Open house

-Plays, puppet shows, creative dramatics

-Note books

-Poetry

-Having a language "pen pal" (send tape recordings with letters)

-Slides, filmstrips (audio-visuals)

-Tasting parties

-Bulletin board displays

-Interviews with local resource people

-Dance, music and art.

-Story telling contests

Resources: Express Yourself, Language Development, Title I, Kansas City, Missouri Public Schools, 1977.

Suggested Resources:

Resources for Teaching About African Art, Handout available from the African Studies Program.

Suggested Reading: A short list of factors to use in evaluating materials about Africa for children, handout available from the African Studies Program